

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Spring 2-1-2017

HSTA 102.00: American History II

Michael S. Mayer

University of Montana - Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Mayer, Michael S., "HSTA 102.00: American History II" (2017). *Syllabi*. 4865.

<https://scholarworks.umt.edu/syllabi/4865>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**SYLLABUS
HISTORY 102
THE AMERICANS
SPRING 2017**

Professor Michael Mayer
Office: 253 Liberal Arts

Office Hours: M 3-4, W 11-12, F 11-12
and by appointment

Required Texts:

Nancy Hewitt & Steven Lawson, *Exploring American Histories*, Vol. 2, 2nd ed.
W. E. B. DuBois, *The Souls of Black Folk*
Ernest Hemingway, *A Farewell to Arms*
Laura Hobson, *Gentleman's Agreement*
Robin Morgan, *Sisterhood is Powerful* (Faculty Pack)

History 102 is an introduction to American history since 1877. The purpose of the course is not to fill students' heads with "facts" (although names, places, events, and even dates are important and have their uses); rather it will focus on the major historical trends that have shaped modern America. Understanding and analysis are more important than the ability to recite a string of facts. Random facts are meaningless. The historian's task is to find meaning in the past. Thus, students will be expected to learn to gather, organize, and analyze information and to present their findings clearly and in good English.

The textbook provides a chronological outline of events; the lectures will attempt to convey an interpretive framework by which to understand the compilation of "facts" in the textbook. Thus, the lectures do not substitute for reading the textbook or vice versa. Students will benefit far more from the lectures if they have done the assigned reading in advance. **The professor will assume that students are familiar with the material assigned for that day.**

When listening to lectures, students should pay attention to the major themes developed in each lecture and not get bogged down in detail. Consider how the main points of a lecture relate to the larger themes developed throughout the course.

The readings other than the textbook offer a more in-depth study of particular events or issues. All are contemporary with the events they describe; they often reveal as much about their authors as they do about the events they describe. Read them with the following question in mind: how does this book or document aid in understanding the period or issues at hand?

For some classes, there is little assigned reading; students are encouraged to use those times to begin reading the next supplementary book. These books form an essential part of the course. Do not count on reading them the night before the class is scheduled to discuss them.

Discussion sections meet once a week and provide students with an opportunity to discuss the lectures, the textbook, and the other assigned reading. These discussion sections provide a place for students to ask questions, to clear up anything that still puzzles them, and to try out their own interpretations. The discussion sections are also the place to learn historical skills. The TAs will guide you in all of these endeavors. Although the readings and lectures form the basis for the discussions, the individual TAs determine the content of each meeting. In addition, the TAs are responsible for grading. If you are not satisfied with a grade or are unsure of why you received a particular grade, **see your TA**. Issues unresolved after meeting with your TA may be referred to the lecturer.

Finally, a word about courtesy is in order. This is a large class. Out of consideration for your fellow students, as well as the instructor, please follow these simple rules. If you arrive late, enter as inconspicuously as possible. Sit near the back and as close to an aisle as you find an available seat. Do not wander through the class and crawl over half a dozen students who are trying to pay attention so that you can sit next to a friend. If you must leave early, sit near the back and sit on an aisle. Leave as quietly as you can. Although this might seem obvious, **do not carry on a conversation in class**. Even if you and your interlocutor are not especially interested in the proceedings, others are, and

your conversation makes it difficult for them to follow the class. **TURN OFF YOUR CELL PHONE.** One might well think these rules are unnecessary; past experience at the University of Montana indicates otherwise.

Requirements:

Midterm (take home due February 24)	20%
Midterm (take home Due April 14)	20%
Discussion sections	30%
Final exam	30%

Drop/Add Deadlines: Students may add on Cyberbear until January 31, you are able to drop the course in Cyberbear until February 10. The lecturer and TAs will sign drop and add forms after February 10 only in the cases of family emergencies, health problems, etc.

Grading Options: The History Department does not allow changes of grading options after the 30th day.

Academic Dishonesty: Plagiarism, or any other form of academic dishonesty, will result in automatic failure for the course.

Final Exam: The final exam is scheduled for Monday, May 8, from 10:10 to 12:10.

LECTURES AND ASSIGNMENTS

January 23	Politics in the Gilded Age
January 25	New South and Old West Reading: Hewitt & Lawson, pp. 481-508, 521-522, 538-542
January 27	The Rise of Big Business Reading: Hewitt & Lawson, pp. 515-520, 522-527, 542, 550-561
January 30	New Immigration and the Cities Reading: Hewitt & Lawson, pp. 584-603
February 1	Lizzie Borden and the Transformation of Middle Class Life Reading: Hewitt & Lawson, pp. 530-536
February 3	Culture in the Gilded Age Reading: Hewitt & Lawson, pp. 527-530, 561-563
February 6	Tarzan and American Empire Reading: Hewitt & Lawson, pp. 650-664
February 8	The Reform Impulse: Local Progressivism Reading: Hewitt & Lawson, pp. 564-567, 570-576, 604-606, 615-622, 626-634
February 10	The Republican Roosevelt Reading; Hewitt & Lawson, pp. 634-637
February 13	Progressivism Divided and Triumphant Reading: Hewitt & Lawson, pp. 624-626, 637-642 DuBois, <i>The Souls of Black Folk</i> , Chs. 1-6

February 15	From Seneca Falls to Suffrage Reading: Hewitt & Lawson, pp. 622-624,
February 17	World War I Reading: Hewitt & Lawson, pp. 665-675
February 20	No Class
February 22	Republican Rule Reading: Hewitt & Lawson, pp. 685-691, 707-710
February 24	The Roaring Twenties Reading: Hewitt & Lawson, pp. 691-696, 699-706, 711
February 27	An American Renaissance Reading: Hewitt & Lawson, pp. 696-699 Hemingway, <i>A Farewell to Arms</i>
March 1	Hoover and the Great Crash Reading: Hewitt & Lawson, pp. 710, 719-721
March 3	The New Deal Reading: Hewitt & Lawson, pp. 729-746
March 6	American Society in the Great Depression Reading: Hewitt & Lawson, pp. 721-728
March 8	Depression Culture
March 10	All This and World War II Reading: Hewitt & Lawson, pp. 755-781
March 13	Cold War Reading: Hewitt & Lawson, pp 791-806
March 15	Peace is Hell: Truman and the Fair Deal Reading: Hewitt & Lawson, pp. 825-828
March 17	McCarthy: The Man, the “ism” Reading: Hewitt & Lawson, pp. 806-810
March 20-24	Spring Break
March 27	From Rosie the Riveter to Harriet Nelson: American Women in War and Peace Reading: Hewitt & Lawson, pp. 835-836
March 29	We Like Ike – Again Reading: Hewitt & Lawson, pp. 810-815, 846-848
March 31	Happy Days: Post War American Society Reading: Hewitt & Lawson, pp. 827-834, 836
April 3	White Collars and Gray Flannel Suits: Postwar American Culture Reading: Hewitt & Lawson, pp. 836-838 Hobson, <i>Gentleman’s Agreement</i>

April 5	We Shall Overcome: The Civil Rights Movement Reading: Hewitt & Lawson, pp. 838-846
April 7	The Myth of Camelot Reading: Hewitt & Lawson, pp. 849-850, 859-860
April 10	Lyndon Johnson and the Great Society Reading: Hewitt & Lawson, pp. 868-871
April 12	Vietnam: An American Tragedy Reading: Hewitt & Lawson, pp. 872-874
April 14	Name the System: Political Radicalism Reading: Hewitt & Lawson, pp. 862-868, 875-878, 881-886
April 17	Drugs, Sex, and Rock 'n' Roll: The Counter Culture Reading: Hewitt & Lawson, pp. 878
April 19	Sisterhood is Powerful Reading: Hewitt & Lawson, pp. 879-880 Morgan, <i>Sisterhood is Powerful</i>
April 21	Nixon Reading: Hewitt & Lawson, pp. 897-904, 931-933
April 24	Confusion and Drift Reading: Hewitt & Lawson, pp. 904-912, 933-935
April 26	Disco Inferno: Society and Culture in the 1970s
April 28	The Reagan Revolution Reading: Hewitt & Lawson, pp. 913-922, 937-956
May 1	Social and Cultural Change in the 1980s and 1990s Reading: Hewitt & Lawson, pp. 965-969
May 3	Politics of Division: Clinton, Bush, and Obama Reading: Hewitt & Lawson, pp. 969-994
May 5	The Imponderable Future